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Results of study indicate G.E.D. group tended to have significantly lower mean unweighted credit point ratios and lower psychological examination raw scores than non-G.E.D. group. Although college entrance based on traditional high school attendance is preferred, admission to adults based on G.E.D. test results in lieu of high school graduation is not hazardous.

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COMPARATIVE ACHIEVEMENT OF VETERANS ADMITTED TO COLLEGE ON THE BASIS OF GENERAL EDUCATIONAL DEVELOPMENT AND A SELECTED GROUP OF NON-GED COLLEGE STUDENTS

Louis A. D'Amico*
Louis G. Schmidt**

Introduction

MANY OF THE veterans who wanted to take advantage of the G. I. Bill were not high school graduates. Veterans had opportunities for formal and informal educational experiences while in the service. Some of the formal educational experiences, such as off-duty courses, on-duty courses and correspondence courses, were provided by the United States Armed Forces Institute. One of the features of the United States Armed Forces Institute (USAFI) educational program which proved popular with non-high school graduates has been the High School Level General Educational Development Test Battery.

Since the end of World War II many colleges and universities have admitted veterans who presented evidence of passing scores on the high school level GED tests in lieu of the regular high school graduation. High schools and state boards of education have granted equivalency certificates or GED diplomas on the basis of passing scores on the GED tests.

This investigation was conducted for the purpose of comparing the scholastic achievement of veterans who were admitted to Indiana University 1948 through 1950, on the basis of tests of General Educational Development with a randomly selected group of non-GED Indiana University students. The variables used for the comparison of the achievement of the two groups were psychological examination raw scores, state residence, size of hometown, size of high school, number of high school units, time lapse since last school attendance, age, division, college or school of the university attended, and degree or degrees earned, if any. The study also presents the relationships which were found between the standard scores on the five high school level GED tests and the credit point ratios in certain college subject areas.

The study was undertaken with the hope that its findings might aid in the admission and counseling of future GED students who will attend Indiana University.

* Xavier University, New Orleans, Louisiana.
** Indiana University, Bloomington, Indiana

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Section I

School Level General Educational Development Test Battery
ected by a group of eminent educators in 1943. The battery
five tests which are designed to measure educational matu-
high school course areas. These tests are:

Correctness and Effectiveness of Expression
retation of Reading Materials in the Social Studies
retation of Reading Materials in the Natural Sciences
retation of Literary Materials
hematical Ability

hool level GED test battery was standardized on over 35,000
students who were about to graduate in 1943. Passing scores
ained from the performance of these high school students,
erican Council on Education recommended that standard
or more on each of the individual tests, or an average
re of 45 on the five tests, be considered as passing.
World War II and immediately thereafter many servicemen
who had not graduated from high school took the GED tests.
the men and women who passed the GED tests applied for
ma or equivalency certificates from either the high school
D testee had formerly attended or from the Board of Educa-
state where the testee resided. The policy of 46 of the 48
to grant high school equivalency certificates on the basis of
ma as recommended by the American Council on Education.
re 478 GED students and 307 non-GED students included in
ation. The 478 GED students were classified as to campus
and extension center attendance; 307 GED students attended
versity on the Bloomington campus and 171 GED students
various extension centers. The non-GED group, or the con-
was selected by use of a table of random numbers from se-
of students in the office of the Dean of the Junior Division.
of cases in the control group was 307, to match the number
ED students.
recorded for the subjects of this study cover the period
ary, 1946, to June, 1952. All the data pertaining to the sub-
study were obtained from the files in the Admission's
ster lists of students in the Dean of the Junior Division's
iles in the Registrar's Office, by correspondence with high
ols, by correspondence with extension centers, and by cor-
with the United States Armed Forces Institute.
find the difference between the achievement of the GED
the non-GED students, associated variables were used as
parison. The mean unweighted credit point ratios and
itions of the variables studies were computed for the GED

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...ED test battery standa...
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Section 2

...l Development Test Battery
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...ated variables were used as
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...s were computed for the GED ... and the non-GED students.

... relationships between the credit point ratios in the college sub- ... and the standard scores on the GED tests were obtained by ... product-moment formula. Correlations (1) between the ... ratios on each of the five related college subject areas and ... scores on each of the GED tests, (2) between the ... ratios of the five related college subject areas and the aver- ... test battery standard scores, and (3) the correlation between ... point ratios in all college subject areas and the average GED ... scores were found to be significant.

... the analysis of the data as presented in this study a summary ... findings include:

1. The GED group tended to have significantly lower mean unweighted credit point ratios than the non-GED group.

2. The GED group tended to have lower psychological examination raw scores than the non-GED group.

3. The out-of-state students, both for the GED and the non-GED groups, made higher mean unweighted credit point ratios than the GED and the non-GED students who resided in Indiana.

4. More of the GED students resided in large cities than the non-GED students. The non-GED students earned higher mean unweighted credit point ratios than the GED students irrespective of size of hometown. The one exception occurred in the 5,000 - 9,999 town category, where the GED students made a slightly higher mean unweighted credit point ratio than the non-GED students.

5. More GED students attended large high schools than the non-GED students. The GED and the non-GED students who attended large high schools generally earned higher mean unweighted credit point ratios for their respective groups than the GED and the non-GED students who attended small high schools.

6. The time lapse between last school attendance and college entrance for the GED students was approximately twice as much as it was for the non-GED students. The GED and the non-GED students who had been out of school six years or more prior to entering college earned the highest mean unweighted credit point ratios of their respective groups.

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Section I

. The average high school attendance of approximately 87 percent of the GED students was slightly over two years as compared to the full four year high school attendance of the non-GED students. Approximately 13 percent of the GED students did not have any record of high school attendance.

. The GED students for whom high school attendance was recorded earned slightly higher mean unweighted credit point ratios in college than the total GED group.

. The average age of the GED group was approximately two years above the average of the non-GED group. The GED and the non-GED students who were 25 years of age and older earned the highest mean unweighted credit point ratios of their respective groups. The GED and the non-GED students who were below 20 years of age earned the next highest mean unweighted credit point ratios, and the GED and the non-GED students who were 20 to 25 years of age earned the lowest mean unweighted credit point ratios.

0. Approximately 41 percent of the GED students and 34 percent of the non-GED students did not progress beyond the Junior Division, or the first year of college.

1. The GED and the non-GED students earned mean unweighted credit point ratios corresponding to "C" or better in the College of Arts and Sciences, the School of Business, the School of Education and other schools of Indiana University. One exception occurred in the School of Health, Physical Education and Recreation where the GED and the non-GED students earned mean unweighted credit point ratios corresponding to slightly below "C".

2. The non-GED students attained more college degrees than the GED students. The number of degrees attained by the non-GED students and the GED students totalled 169, of which approximately 54 percent were attained by the non-GED students and 46 percent were attained by the GED students.

3. Approximately 74 percent of 433 GED students had average GED test battery standard scores of 50.00 and over. The GED students whose average GED test battery standard scores were below 50.00 did not make good scholastic records at Indiana University. The GED students whose aver[illegible]

[illegible] GED test battery [illegible] 99 made average s[illegible] The GED studen[illegible] standard scores were[illegible] average scholastic re[illegible]

The coefficients of co[illegible] scores on each of the [illegible] ratios in each of the [illegible] ause. The highest co[illegible] the individual GE[illegible] the related subject a[illegible]

GED Test I and E[illegible]
GED Test II and S[illegible]
GED Test III and [illegible]
GED Test IV and [illegible]
GED Test V and [illegible]

9. The coefficient of co[illegible] GED test battery st[illegible] tios in the five rela[illegible]

16. The coefficient of c[illegible] GED test battery st[illegible] tios in all college s[illegible]

Conclusions

1. The results of this stud[illegible] based on traditional hig[illegible] college admission to ol[illegible] GED test results in lie[illegible] ous practice.

2. Considering the previo[illegible] ted to Indiana Universi[illegible] of this study indicate t[illegible]

3. The critical average G[illegible] and unsuccessful achie[illegible] versity on the basis of[illegible]

4. Coefficients of correl[illegible] the individual GED te[illegible]

Section 2

e of approximately 87 per-
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was approximately two
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earned mean unweighted
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Health, Physical Educa-
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ge GED test battery standard scores were from 50.00 to
4.99 made average scholastic records at Indiana Univer-
ity. The GED students whose average GED test battery
tandard scores were 55.00 and over made slightly above
verage scholastic records at Indiana University.

The coefficients of correlation found between the standard scores on each of the five GED tests and the credit point ratios in each of the five related subject areas varied in size. The highest correlations found between the scores on the individual GED tests and the credit point ratios in the related subject areas were:

GED Test I and English subjects	- .421
GED Test II and Social Studies subjects	- .474
GED Test III and Natural Sciences subjects	- .480
GED Test IV and Literature subjects	- .415
GED Test V and Mathematics subjects	- .427

15. The coefficient of correlation found between the average GED test battery standard scores and the credit point ratios in the five related college subjects areas was .514.

16. The coefficient of correlation found between the average GED test battery standard scores and the credit point ratios in all college subjects was slightly over .535.

Conclusions

1. The results of this study indicate that, although entrance to college based on traditional high school attendance is the desired practice, college admission to older and more experienced adults based on GED test results in lieu of high school graduation is not a hazardous practice.

2. Considering the previous educational history of the students admitted to Indiana University on the basis of the GED tests, the results of this study indicate that the GED students did well in college work.

3. The critical average GED test standard score, dividing successful and unsuccessful achievement of students admitted to Indiana University on the basis of GED tests, was approximately 52.50.

4. Coefficients of correlation found between the standard scores on the individual GED tests and credit point ratios in related college

Section I

courses were not of sufficient size to warrant their use for dictive purposes.

5. The coefficient of correlation found between the average GED battery standard scores and credit point ratios in the five re college subject areas was not of sufficient size to warrant for predictive purposes.

6. The coefficient of correlation found between average G tery standard scores and credit point ratios in all colleg was not of sufficient size to warrant its use for predictive poses.

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the analysis and its applications.
twenty countries participating in th

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Contains tables showing the
indicated by the title by doctorate
States. A second set of tables sho
the doctorate obtained their bacca

Boyles, Ernest E. Experiments
Studies in Education, Vol. 6, No.
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Reports on six master's stu
a method of instruction in grades
that students taught by means of t
facts and retain ability to use ide
taught conventionally.

Clark, Burton R. Adult Educati
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A sociological examination
in California. Contains an exten
education in that state.

Denver Looks at Its Schools. D
1956. 26 pp., n. p.
Summarizes the findings o
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schools. Of interest both becau
methodology.

Section 2

Research Abstracts and Bibliographies

T. A. Lemke, Iowa State Teachers College

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A sociological examination of the development of the adult school in California. Contains an extensive bibliography of materials on adult education in that state.

Denver Looks at Its Schools. Denver, Colo.: Board of Education, 1956. 26 pp., n. p.

Summarizes the findings of an opinion survey conducted for the Board of Education. Respondents were representative Denver residents who were interviewed to determine their attitudes toward the public schools. Of interest both because of the findings and because of the methodology.